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ABSTRACT

The Social Studies Missouri Assessment Program (MAP) was designed to be administered in three sessions, two of which use items specifically developed for Missouri from Missouri teachers and one of which uses selected portions of the nationally normed Terra Nova Test, developed by CTB/McGraw-Hill. Anchor papers for constructed-response items were selected from Missouri student item responses by CTB/McGraw-Hill staff with input from a group of Missouri teachers. The anchor papers represent typical responses earning the different points possible as established by the scoring guides. This booklet consist of an introduction; suggestions for teachers to help students do well on the social studies MAP; five released items--three selected-response (i.e., multiple choice), one constructed-response, and one performance event--from the social studies MAP test given in the spring of 2000 to Missouri's eleventh grade students; a scoring key for the selected-response items (which consist of individual questions, each of which is followed by four response options, one of which is the correct answer, or key); and scoring guides and anchor papers for the two constructed-response items (which require students to develop brief, appropriate responses to the questions asked). (BT)

ED 457 090

RELEASED ITEMS

Missouri Assessment Program (MAP)

High School Social Studies

Spring 2000

Grade 11



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Tips for Teachers

From Test Booklet
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Missouri Department of Elementary and Secondary Education

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SO 032 960

Introduction

This publication consists of the following:

- This introduction, followed by “Tips for Teachers”
- Five released items— 3 selected-response (i.e., multiple-choice), 1 constructed-response, and 1 performance event—from the Social Studies MAP test given in the spring of 2000 to Missouri’s 11th grade students
- A scoring key for the selected-response items
- Scoring guides and anchor papers for the two constructed-response items.

The Social Studies MAP was designed to be administered in three sessions, two of which use items specifically developed for Missouri with input from Missouri teachers and one of which uses selected portions of the nationally normed Terra Nova test, developed by CTB/McGraw-Hill.

Anchor papers for constructed-response items were selected from Missouri student item responses by CTB/McGraw-Hill staff with input from a group of Missouri teachers. The anchor papers represent typical responses earning the different points possible as established by the scoring guides. Evaluators were trained to evaluate student work using the scoring guides and anchor papers to determine appropriate student scores on the test. Annotations shown in boxes with each anchor paper explain the reason for assigning the indicated scores on the anchor papers.

The **selected-response items** consist of individual questions, each of which is followed by four response options, one of which is the key, i.e., the correct answer.

The **constructed-response items** require students to develop brief, appropriate responses to the questions asked. The students were not graded on grammar or rhetoric in their answers, although many social studies teachers wisely choose to emphasize clear, effective communication in all work that their students produce.

In order to help students be successful in their performance of the Social Studies MAP, we recommend that districts use *Content Specifications for Statewide Assessment: Social Studies, Grades 4, 8, & 11*, which is available on the DESE web site (<http://www.dese.state.mo.us/divinstr/curriculum/socialstudies/benchmarks/index.pdf>), to identify what content is fair game for assessment. We also recommend that they use “Tips for Teachers,” which appears on the next two pages, to find constructive suggestions on how to help prepare students for success on the MAP in social studies.

HELPING YOUR STUDENTS DO WELL ON THE SOCIAL STUDIES MAP: TIPS FOR TEACHERS*



Curricular and Instructional Planning

- ⇒ Address benchmarks from *Content Specifications for Statewide Assessment by Standard: Social Studies, Grades 4, 8, & 11* in your district's K-12 social studies curriculum.
- ⇒ Use Missouri's Show-Me Knowledge and Process Standards in unit and lesson plans.
- ⇒ Plan activities that have students interpret and analyze stimulus materials: primary sources, varieties of maps, photographs, illustrations, timelines, charts, and tables.
- ⇒ At appropriate times (or according to some fixed schedule, such as three terms per week during the year students will be tested on the MAP), review as concepts those vocabulary terms germane to the students' grade level from *Content Specifications for Statewide Assessment by Standard ...* (see pp. 21-25).
- ⇒ Teach students how to read and make graphic organizers.
- ⇒ Design tests that use assessment modules similar to those found in the Social Studies MAP. (Such modules include stimulus materials accompanied by multiple-choice and constructed-response items which challenge students to use Missouri's Show-Me Process Standards.)
- ⇒ Develop scoring guides to use in grading students' answers, and share the scoring guides with your students.
- ⇒ Give your students practice in scoring items, and have them develop their own scoring guides in order to learn how to answer test questions well.
- ⇒ Model how to respond to questions, and show examples of good responses.
- ⇒ Give students lots of practice in writing to communicate their ideas.

Test-Taking Knowledge and Skills: What to Teach

- ⇒ Read questions carefully and follow directions.
- ⇒ Read questions three times: first for a quick survey, second to detect what was requested and given, and third after answering the question to make sure the answer is complete and on target.
- ⇒ Pay attention to keywords by underlining or highlighting them.
- ⇒ Separate steps in questions and attend to them.
- ⇒ Learn the vocabulary of the Social Studies MAP. (Important social studies terms for the MAP may be found in the glossary of *Content Specifications for Statewide Assessment by Standard: Social Studies, Grades 4, 8, & 11*.)
- ⇒ Learn the vocabulary of testing, which includes action verbs, such as "list," "explain," "describe," "compare," and "contrast."
- ⇒ Analyze and use stimulus materials upon which some test questions are based.
- ⇒ Answer questions directly, with concise, relevant answers.
- ⇒ Critique one's own answers to questions, making certain to communicate clearly.
- ⇒ Don't be vague. Readers should not have to guess or infer what one is saying.

* These tips were developed by Missouri social studies teachers who participated in rescoring grades 4, 8, and 11 field test items of the Social Studies MAP in January 1999.

- ⇒ Use complete sentences and paragraphs, even though the Social Studies MAP does not score responses on the basis of language arts criteria.
- ⇒ Make certain all pronoun antecedents are obvious, or use nouns instead of pronouns.
- ⇒ Present specific examples when asked to do so, and say "for example" when introducing them.
- ⇒ Whenever questions call for more than one example or explanation, make certain each response is distinctly different from all the others.
- ⇒ Whenever questions ask students to list a certain number of points in their answers, number each point and begin each on a separate line.
- ⇒ Whenever questions ask for a comparison between two items, make certain to discuss *both* items. (For example, if asked to compare democracy with another political system, to present details only about democracies is an insufficient response.)
- ⇒ Make certain that the responses to questions are legible.
- ⇒ Be sure to answer all questions.

6

GRADE 11
FROM TEST BOOKLET

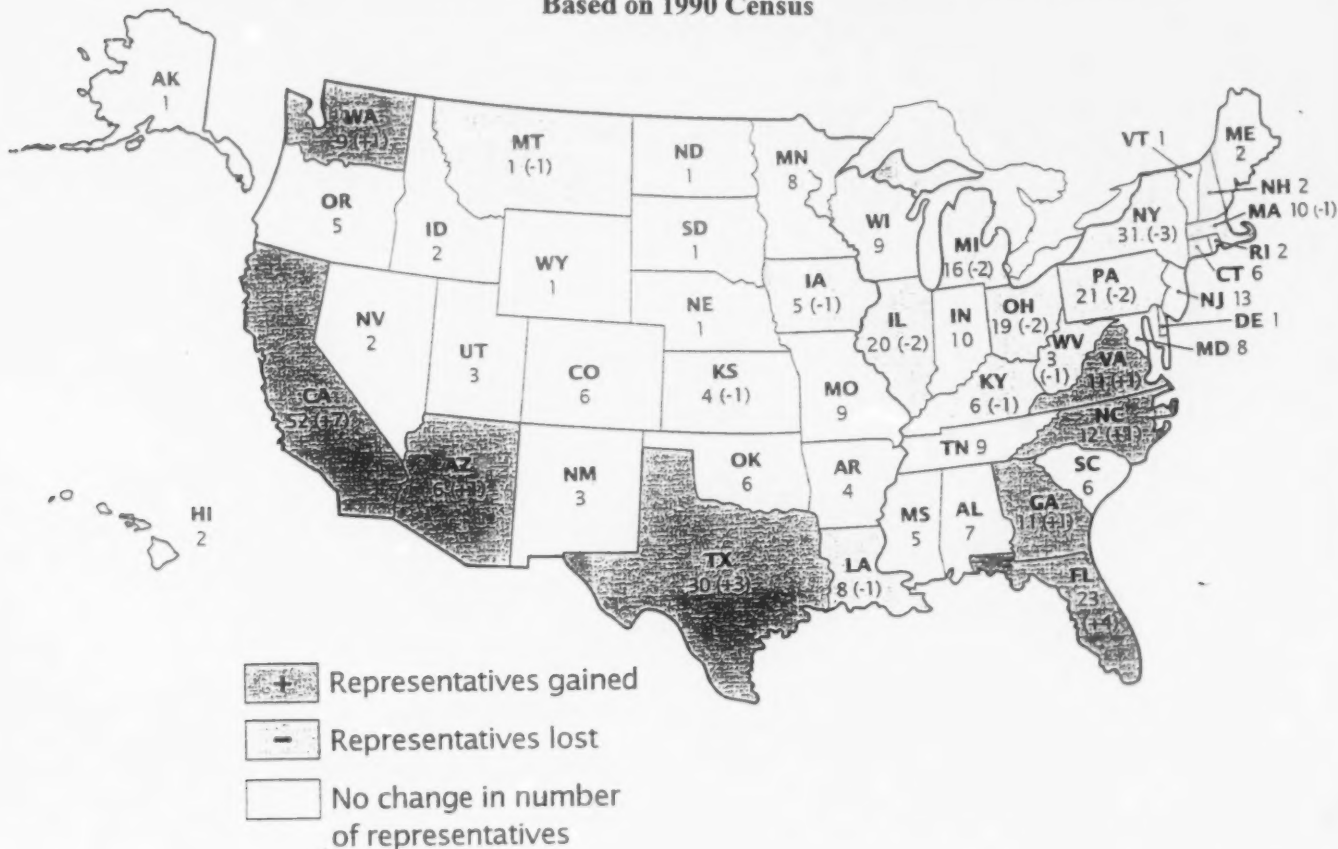
Session 1-Items 18, 19, 20, and 21

Session 2-Item 15

Directions

The map below shows the number of representatives each state can have based on the 1990 census. The map also shows which states gained or lost seats as a result of the census. Use the information in the map and your own knowledge to do Numbers 18 through 21.

NUMBER OF CONGRESSIONAL REPRESENTATIVES FROM EACH STATE Based on 1990 Census



18

What originally established how congressional representation is determined?

- F. the Constitution
- G. a Supreme Court decision
- H. the Declaration of Independence
- I. a presidential executive order

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19

Why do presidential candidates usually choose vice-presidential candidates who come from a different region?

- A. Two candidates from different regions are likely to gain more votes in the election.
- B. Two candidates from different regions will have opposite views on most of the issues.
- C. Two candidates from the same region would have difficulty in forming a party platform.
- D. Two candidates from the same region would have difficulty agreeing on legislation on national issues.

20

What principle of constitutional democracy is represented by elections for Congress?

- F. due process of law
- G. checks and balances
- H. separation of powers
- I. consent of the governed

21

Why do some states gain seats in the House of Representatives at the same time the other states lose seats?

Directions

The passage below contains excerpts from a speech made by United States President John F. Kennedy during a time of crisis. Read the passage. Use the information in the passage and your own knowledge to do Number 15.



In 1962 United States President John F. Kennedy addressed the nation about the Cuban Missile Crisis. A confrontation between the two major world powers, the United States and the Soviet Union, was imminent. He began his speech with these words:

"THIS GOVERNMENT, as promised, has maintained the closest surveillance of the Soviet military buildup on the island of Cuba. Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on the imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere....

ACTING, therefore, in the defense of our own security and of the entire Western Hemisphere and under the authority entrusted to me by the

Constitution as endorsed by the resolution of the Congress, I have directed that the following initial steps be taken immediately:

FIRST, to halt this offensive buildup: a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back. This quarantine will be extended, if needed, to other types of cargo and carriers...."

15

Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis.

Base your article on these three points:

- What is the problem?
- What is the goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

KEY FOR SELECTED-RESPONSE ITEMS

Items from Session 1

- 18. F
- 19. A
- 20. I

Items from Session 2

There were no
selected-response items in Session 2

GRADE 11

Scoring Guides and Anchor Papers

Session 1-Item 21

Session 2-Item 15

Form: 1

Session: 1

Item No: 21

Page: 8

Content Standard(s): 3, 7

Process Standard(s): 1.10, 1.5

Stem:

Why do some states gain seats in the House of Representatives at the same time that other states lose seats.

Description of a top score-point response:

The student states that by law (Reapportionment Act of 1929, but the law need not be named here) the total number of seats in the House is 435 (or is limited). After each census (every 10 years), the relative population determines the number of seats for each state.

Example of a top score-point response:

The law says there can be no more than 435 seats in the House of Representatives. When the census shows that a state has a higher percentage of the total population of the United States than it had 10 years before, that state is given a proportionally larger representation in the House. When some states gain, others must lose to keep the total at 435.

Scoring Guide:

- | | |
|----------|---|
| 2 points | Complete response: accurately states the total number of seats in the House of Representatives or states that the number is limited (1 point) AND explains that each state's representation is based on its percentage of the total U.S. population according to the census (1 point). |
| 1 point | Minimal response: accurately states either of the above elements. |
| 0 points | Other |



Why do some states gain seats in the House of Representatives at the same time that other states lose seats?

a constant number of Representatives must be held, + if one state gains in population, it can receive another Representative, taking away the number of ~~one~~ Reps. in another state

ID# 212547

Grade 11

Session 1

Item 21

Score point: 2

Student response includes two identified elements.

- constant number
- determined by population



Why do some states gain seats in the House of Representatives at the same time that other states lose seats?

Because some states gain more or lose more in populations and that helps determine the number of representation. That is why it is changed after a census.

ID# 212688

Grade 11

Session 1

Item 21

Score point: 1

Identifies one element

- population determines number of seats

21

Why do some states gain seats in the House of Representatives at the same time that other states lose seats?

Some states have more seats because more people
want to get involved with the House of Representatives
Other states have lose seats because no one
wants to run or to be involved with the
House of Representatives.

ID# 214601

Grade 11

Session 1

Item 21

Score point: 0

Did not identify any element

Form: 1

Session: 2

Item No: 15

Page: 9

Content Standard(s): 2A (U.S. History), 2B (World History)

Process Standard(s): 2.1, 3.1, 3.6

Stem:

Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis. Base your article on these three points:

- What is the problem?
- What is Kennedy's goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

Description of a top score-point response:

The student includes an appropriate lead-in, words that communicate the urgency of the message and three points.

Example of a top score-point response:

President Kennedy has said that we must move quickly to avoid a nuclear war that could involve all nations of the world. The Soviet Union is building a nuclear arsenal in Cuba, just 90 miles from our borders. The government is planning the steps necessary to stop immediately the shipment of missiles from the Soviet Union into Cuba. The goal is to remove all weapons delivery systems now assembled in Cuba and eliminate this threat to international peace. President Kennedy has already sent a letter to Chairman Khrushchev seeking his prompt action. In return, the United States will ensure that Cuba will be free from any invasion by our country. The government expects the Soviet Union to agree promptly that peace must be preserved.

[#15 cont'd.]

Other acceptable responses may include:

Statement of the problem

- the threat of nuclear war in the event of an attack from Cuba on the United States
- the fear that Russia is arming Cuba for a nuclear attack on the United States

The goal

- to remove all weapons delivery systems from Cuba promptly
- to stop any further shipments of missiles to Cuba immediately

How to achieve that goal

- stop and search incoming ships to Cuba
- communicate terms to Soviet Union
- gain Soviet support for agreement to stop arms buildup, ensuring that the United States will not invade Cuba
- agree to remove nuclear missiles from Turkey

Scoring Guide:

- | | |
|----------|--|
| 4 points | Response includes lead sentence and an accurate statement for each of the three points in the example. |
| 3 points | Response includes lead sentence and two points, OR includes three points without lead sentence. |
| 2 points | Response includes two points, OR includes lead sentence with one point. |
| 1 point | Response includes one of the above elements. |
| 0 points | Other |

15

Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis.

Base your article on these three points:

- What is the problem?
- What is the goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

Today, President Kennedy faces a situation which few men have ever been forced to deal with. Over the past week, it has been discovered that a series of offensive missile sites are being prepared on the island of Cuba. It is obvious that this is the work of the Soviets with the intention of nuclear war with the United States. President Kennedy must now prevent this from happening.

Kennedy's plan begins with a complete halt on this buildup. All ships going into Cuba are being stopped and checked. In this way, Kennedy is preventing any more building

ID# 146749

Grade 11

Session 2

Item 15

Score point: 4

Provides an accurate lead sentence, connoting urgency, and addresses each of the three points required.

15

Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis.

Base your article on these three points:

- What is the problem?
- What is the goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

The problem of this is that Kennedy feels the country is being threatened by nuclear war from Cuba. The goal is to stop arms & weapon trade from the U.S. to Cuba. The goal may be achieved by setting up blockades going into Cuba & searching the ships for weapon cargoes.

15

Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis.

Base your article on these three points:

- What is the problem?
- What is the goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

The government promised to maintain closest surveillance of the Soviet military buildup on the island of Cuba. But the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on the island. The purpose to permit a nuclear strike. So the president took strict quarantine on all offensive military equipment under shipment to Cuba.

ID# 208679

Grade 11

Session 2

Item 15

Score point: 2

Provides a statement of the problem and a viable solution.

- offensive missile sites in Cuba
- stop and search incoming ships

15

Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis.

Base your article on these three points:

- What is the problem?
- What is the goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

- ① Russia is building secret missile site on the island of Cuba.
- ② To bomb the U.S.
- ③ launching the missiles

ID# 134128

Grade 11

Session 2

Item 15

Score point: 1

- Problem: Russia is building missile site on Cuba.



Imagine you are a reporter for a United States news magazine. Your editor has asked you to write a short article about the situation in which President Kennedy found himself during the Cuban Missile Crisis.

Base your article on these three points:

- What is the problem?
- What is the goal?
- How can the goal be achieved?

Be sure to include an appropriate lead-in and to convey the urgency of the situation confronting President Kennedy.

Mr. Kennedy found himself embarrassed with the blame by other countries over the Cuban Missile Crisis. His goal was to protect someone because of a rumor. But the goal was not accomplished because the rumor was false.

ID# 211575

Grade 11

Session 2

Item 15

Score point: 0

Student response includes no accurate answer to the prompt.